

Crestview Elementary

509 American Legion Road
Greer, South Carolina 29651

Grades	K-5 Elementary School	
Enrollment	706 Students	
Principal	Margaret Thomason	864-355-2600
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	51	26	1	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Good	Yes
2005	Good	Good	Yes

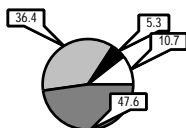
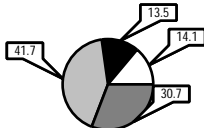
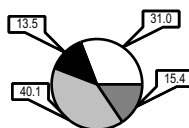
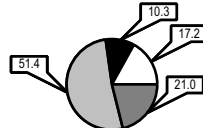
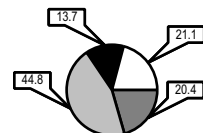
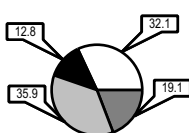
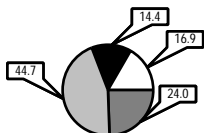
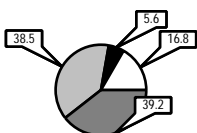
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	335	99.7	10.7	36.4	47.6	5.3	63.9	Yes	Yes
Gender									
Male	160	99.4	15.1	40.8	42.1	2.0	56.6		
Female	175	100.0	6.6	32.3	52.7	8.4	70.7		
Racial/Ethnic Group									
White	233	99.6	5.8	29.1	57.8	7.2	74.4	Yes	Yes
African American	73	100.0	22.9	58.6	17.1	1.4	35.7	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	26.3	47.4	26.3	0.0	31.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	275	100.0	6.8	33.8	53.2	6.1	70.7		
Disabled	60	98.3	28.6	48.2	21.4	1.8	32.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	335	99.7	10.7	36.4	47.6	5.3	63.9		
English Proficiency									
Limited English Proficient	19	100.0	26.7	46.7	26.7	0.0	33.3	I/S	I/S
Non-Limited English Proficient	316	99.7	9.9	35.9	48.7	5.6	65.5		
Socio-Economic Status									
Subsidized meals	142	100.0	17.6	48.9	31.3	2.3	45.0	Yes	Yes
Full-pay meals	193	99.5	5.9	27.7	59.0	7.4	77.1		

Mathematics – State Performance Objective = 36.7%									
All Students	335	99.7	14.1	41.7	30.7	13.5	63.3	Yes	Yes
Gender									
Male	160	99.4	14.5	43.4	28.9	13.2	59.9		
Female	175	100.0	13.8	40.1	32.3	13.8	66.5		
Racial/Ethnic Group									
White	233	99.6	8.5	36.3	38.1	17.0	73.5	Yes	Yes
African American	73	100.0	28.6	54.3	12.9	4.3	35.7	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	31.6	47.4	10.5	10.5	36.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	275	100.0	10.3	38.8	34.6	16.3	70.7		
Disabled	60	98.3	32.1	55.4	12.5	0.0	28.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	335	99.7	14.1	41.7	30.7	13.5	63.3		
English Proficiency									
Limited English Proficient	19	100.0	33.3	53.3	13.3	0.0	26.7	I/S	I/S
Non-Limited English Proficient	316	99.7	13.2	41.1	31.6	14.1	65.1		
Socio-Economic Status									
Subsidized meals	142	100.0	22.9	51.1	17.6	8.4	46.6	Yes	Yes
Full-pay meals	193	99.5	8.0	35.1	39.9	17.0	75.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	335	99.7	31.0	40.1	15.4	13.5	28.8
Gender							
Male	160	99.4	32.2	40.1	13.8	13.8	27.6
Female	175	100.0	29.9	40.1	16.8	13.2	29.9
Racial/Ethnic Group							
White	233	99.6	22.0	42.6	17.5	17.9	35.4
African American	73	100.0	55.7	32.9	10.0	1.4	11.4
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	47.4	36.8	5.3	10.5	15.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	275	100.0	25.9	41.8	16.7	15.6	32.3
Disabled	60	98.3	55.4	32.1	8.9	3.6	12.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	335	99.7	31.0	40.1	15.4	13.5	28.8
English Proficiency							
Limited English Proficient	19	100.0	53.3	33.3	13.3	0.0	13.3
Non-Limited English Proficient	316	99.7	29.9	40.5	15.5	14.1	29.6
Socio-Economic Status							
Subsidized meals	142	100.0	48.1	35.9	9.9	6.1	16.0
Full-pay meals	193	99.5	19.1	43.1	19.1	18.6	37.8

Social Studies							
All Students	335	99.4	17.0	51.6	21.1	10.4	31.4
Gender							
Male	160	99.4	18.4	50.7	20.4	10.5	30.9
Female	175	99.4	15.7	52.4	21.7	10.2	31.9
Racial/Ethnic Group							
White	233	99.1	10.8	51.8	23.9	13.5	37.4
African American	73	100.0	31.4	54.3	12.9	1.4	14.3
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	42.1	31.6	15.8	10.5	26.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	275	99.6	9.9	55.7	21.8	12.6	34.4
Disabled	60	98.3	50.0	32.1	17.9	0.0	17.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	335	99.4	17.0	51.6	21.1	10.4	31.4
English Proficiency							
Limited English Proficient	19	100.0	46.7	40.0	13.3	0.0	13.3
Non-Limited English Proficient	316	99.4	15.5	52.1	21.5	10.9	32.3
Socio-Economic Status							
Subsidized meals	142	100.0	26.7	54.2	13.7	5.3	19.1
Full-pay meals	193	99.0	10.2	49.7	26.2	13.9	40.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	115	100.0	9.1	24.5	44.5	21.8	66.4
	4	113	100.0	12.8	33.0	50.5	3.7	54.1
	5	113	100.0	10.0	44.5	41.8	3.6	45.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	106	99.1	4.9	26.2	57.3	11.7	68.9
	4	122	100.0	12.5	42.0	43.8	1.8	45.5
	5	107	100.0	14.4	40.4	42.3	2.9	45.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	115	100.0	11.8	45.5	30.9	11.8	42.7
	4	113	100.0	12.8	40.4	22.9	23.9	46.8
	5	113	100.0	11.8	45.5	27.3	15.5	42.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	106	99.1	12.6	45.6	33.0	8.7	41.7
	4	122	100.0	15.2	34.8	34.8	15.2	50.0
	5	107	100.0	14.4	45.2	24.0	16.3	40.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	106	99.1	30.1	53.4	15.5	1.0	16.5
	4	122	100.0	33.9	32.1	12.5	21.4	33.9
	5	107	100.0	28.8	35.6	18.3	17.3	35.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	106	99.1	19.4	65.0	11.7	3.9	15.5
	4	122	100.0	16.1	44.6	25.0	14.3	39.3
	5	107	99.1	15.5	45.6	26.2	12.6	38.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 706)				
First graders who attended full-day kindergarten	96.4%	Up from 93.1%	100.0%	100.0%
Retention rate	4.6%	Up from 4.5%	2.5%	3.0%
Attendance rate	96.9%	No change	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%	Down from 4.1%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%	Down from 3.8%	2.9%	3.2%
Eligible for gifted and talented	20.5%	Up from 17.6%	18.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.3%	Down from 11.1%	7.7%	8.2%
Older than usual for grade	1.3%	Down from 1.4%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	48.8%	Down from 52.5%	53.6%	52.6%
Continuing contract teachers	76.7%	Down from 87.5%	84.6%	83.3%
Highly qualified teachers	92.9%	Down from 97.4%	94.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.3%	Up from 86.4%	89.2%	87.0%
Teacher attendance rate	96.5%	Down from 97.0%	94.9%	95.0%
Average teacher salary	\$41,545	Up 3.2%	\$42,495	\$41,703
Prof. development days/teacher	12.8 days	Up from 11.2 days	12.6 days	12.8 days
School				
Principal's years at school	17.0	Up from 16.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 21.6 to 1	19.3 to 1	18.8 to 1
Prime instructional time	92.2%	Down from 92.6%	89.9%	89.8%
Dollars spent per pupil*	\$4,904	Up 1.8%	\$5,902	\$6,242
Percent of expenditures for teacher salaries*	65.5%	No change	66.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our Mission: The mission of Crestview Elementary is to partner with students, family, and community to ensure that all students succeed in a safe, nurturing, and academically challenging environment.

Our Goals: 1) To provide an academically challenging environment; 2) To ensure quality personnel; 3) To effectively use technology; and 4) To offer opportunities for parent and community involvement.

Our Summary: In downtown Greer, South Carolina, is one of Greenville County's best kept secrets, Crestview Elementary School. With a strong focus on academic achievement, we are committed to helping all children learn. The staff worked collaboratively with the School Improvement Council (SIC), PTA, parents, and community leaders to develop a school portfolio with goals based on high levels of performance and expectations for students, parents, and the school. The school goals also support the No Child Left Behind federal law which holds all students accountable for mastery of grade level skills at a proficient or advanced level. The SIC reviewed PACT test data and assisted in selecting areas of emphasis and funding. Act 135 funding was used to fund a Writing Lab, professional development activities for the staff, and a year long after-school program as well as a Summer School Program. Survey results indicate that parents, students, and staff believe that Crestview emphasizes academics, has strong administrative leadership and quality teachers, provides frequent monitoring of achievement, and fosters supportive home-school relationships.

Crestview continues to be an award winning school with honors too numerous to list. Highlights for the past year include: 1) Crestview's academic program received an "Excellent" rating on the South Carolina State Department of Education Report Card for the fourth consecutive year. This was an honor earned by only 8 elementary schools in Greenville County. 2) Crestview is the first school in Greenville County to receive the Red Carpet Award for a second time, an initiative by the South Carolina Department of Education that recognizes schools with an outstanding family friendly environment. 3) The Crestview PTA recorded over 22,000 volunteer hours of service to the school. 4) Technology was upgraded in the school resulting in 166 new computers including a 30 station computer lab, 2 wireless portable labs, a lap top computer in each classroom, 3 to 4 desktop computers in each classroom, and telephones in each teacher's classroom.

Next year, we will focus on social studies as a springboard for integrating all academics. We will have a full-time ESOL teacher to support the students for whom English is not their primary language. Construction of 5 additional classrooms to accommodate overcrowding conditions is scheduled to begin this fall. As we continuously evaluate our student performance data and target individual student deficiencies, we will make adaptations and revisions to curriculum as necessary. With the hard work and dedication evident in our school and community, we will continue to succeed.

Margaret Thomason, Principal
Susan Livingston, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	101	71
Percent satisfied with learning environment	97.5%	95.0%	94.2%
Percent satisfied with social and physical environment	100.0%	90.1%	95.7%
Percent satisfied with school-home relations	92.5%	98.0%	75.7%

*Only students at the highest elementary school grade level at this school and their parents were included.